R E P O R T R E S U M E S

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MEXICAN-AMERICAN EDUCATION, A BIBLIOGRAPHY.

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, ADULT BASIC EDUCATION, ADULT VOCATIONAL EDUCATION, BOOKS, *BIBLIOGRAPHIES, CURRICULUM, COUNSELING, *EDUCATION, ELEMENTARY EDUCATION, EDUCATIONAL NEEDS, ENGLISH (SECOND LANGUAGE), GUIDANCE, HIGHER EDUCATION, INNOVATION, LANGUAGE ARTS, *MEXICAN AMERICANS, MIGRANT EDUCATION, PRESCHOOL EDUCATION, SECONDARY EDUCATION,

THIS SELECTED, ANNOTATED BIBLIOGRAPHY CONTAINS 90 BOOKS, MONOGRAPHS, JOURNAL ARTICLES, AND UNPUBLISHED PAPERS ON THE EDUCATION OF MEXICAN AMERICANS. ALL DOCUMENTS WERE PRODUCED SOMETIME BETWEEN 1958 AND 1967 AND COVER THE FOLLOWING AREAS OF EDUCATION--PRESCHOOL, ELEMENTARY, SECONDARY, HIGHER, ADULT (BASIC AND VOCATIONAL), AND MIGRANT. A "USER INDEX" IS INCLUDED WHICH WILL ASSIST THE READER IN FINDING THOSE DOCUMENTS WITH MULTIPLE SUBJECT REFERENCES. THE BIBLIOGRAPHY WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (ES)

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MEXICAN-AMERICAN EDUCATION

A BIBLIOGRAPHY

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Introduction

This bibliography is a selected listing of 90 books, monographs, journal articles, and unpublished papers on the education of the Mexican-American, representing the most appropriate from a selection of many hundreds which were examined. It came into being as a response to a specific need for a selected bibliography of items that could have immediate use in both established and planned programs for the Mexican-American.

With the increased interest in Mexican-Americans today, it appears that considerable literature has been developed on their historical background and their current circumstances. However, what is needed now is a body of usable ideas and information to help in the education of the Mexican-American, with particular need for materials for pre-school, secondary, and higher education.

We hope that this publication will encourage more participants in Mexican-American programs to send us copies of materials produced in these areas and that it may lead to the establishment of new programs and the improvement of existing programs.

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ERIC CLEARINGHOUSE ON READING, 204 Pine Hall, Indiana University, Bloomington, Indiana 47401--Dr. Edward G. Summers, Director.

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ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES, Modern Language Association of America, 62 Fifth Avenue, New York, N.Y. 10011--Dr. Kenneth Mildenberger, Director.

ERIC CLEARINGHOUSE ON SCHOOL PERSONNEL, City University of New York, 33 West 42nd Street, New York, N.Y. 10036--Dr. Leonard J. West, Director.

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ERIC CLEARINGHOUSE ON EDUCATIONAL FACILITIES, University of Wisconsin, Madison, Wisconsin 53703--Dr. Howard Wakefield, Director.

ERIC CLEARINGHOUSE ON ADULT EDUCATION, Syracuse University, 107 Roney Lane, Syracuse, New York 13210--Mr. Roger DeCrow, Director.

User Index

The type of subject content of documents listed in this bibliography is identified in the "Subject" column below. The "Bibliography Citation" column gives the entry numbers of the documents that contain material relevant to subject. A document with multiple subject references may be cited after several headings to show its varied content. As the contents of many documents include pluralistic materials, the user may locate a wealth of reference that is supportive to his primary subject interest.

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e. Innovative Programs or Practices . . 13, 24, 30, 35, 36, 61, 66, 67, 72, 76, 81

1. A Chance for a Change: New School Programs for the Disadvantaged. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1966. 77pp.

Provides illustrations of the imaginative manner in which a number of local school districts across the country are using their ESEA Title I funds. While the emphasis is on public elementary and pre-school programs, there are also excellent examples of public secondary and adult education programs, education of the handicapped, and private school programs.

2. Colorado State Plan for Adult Basic Education. Denver: Colorado State Department of Education, March 1965. 49pp.

Describes all aspects of Colorado's plan for adult basic education, including its administration; cooperative arrangements with other state agencies and with other states, the programs of instruction, and various pilot projects. The program is funded under the provisions of Title II-B, Economic Opportunity Act. It is a well designed plan, and the success of Colorado's program would indicate that it might serve as a model for others to follow.

3. A Conference on Developing Programs and Instructional Materials for Adult Basic Education and Job Skill Training. New York: American Textbook Publishers Institute, 1964. 88pp.

Presents the proceedings of a conference called to explore possible avenues of cooperation among various agencies involved in adult basic education. Papers and speeches are centered around curriculum needs, instructional materials, and pertinent research in adult education. The material in this publication should be of interest and value to the adult guidance counselor and curriculum planner.

4. English as a Second Language in Elementary Schools, Background and Text Materials. Washington, D. C.: Center for Applied Linguistics, ESOL Program, October 1967. 8pp.

This is an annotated bibliography of publications in this field for pre-school and elementary school. The two sections present background materials and lists of texts for specific age and learning levels. Particularly valuable materials are listed for teaching Spanish-speaking children.

5. English Sequential Pattern Drills for Spanish Speaking Students. Tucson: Tucson Public Schools. 175pp.
ED 002 517 MF-$1.00 HC-$7.00

Presents English sequential pattern drills for teaching English grammar to Spanish speaking students. Covers the four major form-classes of words: noun, verb, adjective, adverb. Includes teachers' notes, students' lists, and worksheets for each section. Teachers' notes contain suggestions for relating grammatical rules of English to those in Spanish.

6. Help Through Learning Woodworking. Albuquerque: Home Education Livelihood Program, 1964. 36pp.
ED 013 677 MF-$0.25 HC-$1.44

A publication, written solely for basic adult education classes, describing the use and maintenance of twelve basic hand tools, in addition to material on uses and purchasing of lumber. There are exercises for encouraging use of basic skills in spelling, writing, and general mathematics. This is a well done, useful publication.

7. How to Organize an Adult Education Program in Your Community. Washington, D. C.: National Association of Public School Adult Educators. 13pp.

Presents a full set of instructions explaining how a private citizen can get an adult education program started in his community. The booklet is well done and is prepared for ease of use.

8. The Linguistic Approach in Teaching English as a Second Language. El Paso, Texas: El Paso Public Schools, January 1965. 125pp.
ED 001 102 MF-$0.75 HC-$5.00

Initially presents a brief philosophy of the program, including an examination of the problem, a description of the characteristics of both the non-English speaking child and his teacher, and a discussion of the use of phonics in speech. The balance of the publication is used to make an excellent presentation of the details of a 20-unit program to begin the child in his study of English.

9. Materials for the Adult Basic Education Student, A Bibliography. Washington, D. C.: U.S. Office of Education, Division of Adult Education, May 1967.
ED 012 426 (Available NCR, March, 1968).

Presents materials designed for adult basic education classes at the elementary school level. These materials are definitely not child oriented, but rather, being about the world of work, are designed to help adults in applying their reading, writing, and computational skills to adult life. This publication contains considerable material directed at the Spanish-speaking student.

10. Nevada State Plan for Adult Basic Education. Carson City: Nevada State Department of Education, 1965. 61pp.

Presents the complete state plan for adult basic education in the manner required by Federal law. A legal appendix is also attached. This should be very useful for any group planning a program of adult basic education.

11. Planning for Non-English Speaking Pupils. Miami: Dade County Public Schools, 1963. 34pp.
ED 002 529 MF-$0.25 HC-$1.36

Presenting the necessary guidelines for the development of an adequate bilingual program, this document includes a summary of the guiding principles underlying the program, the details of the administration of the program, and techniques used in teaching the program. This publication would be useful when establishing an educational program for non-English speaking students.

12. Preschool Instructional Program for Non-English Speaking Children. Austin: Texas Education Agency, March 1964. 137pp.
ED 001 091 MF-$0.75 HC-$5.48

Presents all the details of the program, including its philosophy, planning for instruction, content, method used, instructional aids and activities, and a method of evaluation. Also presents a detailed description of the English sound system. This should be a most useful publication.

13. Proposed Curriculum Program for Texas Migratory Children. Austin: Texas Education Agency, April 1963. 70pp.
ED 002 652 MF-$0.50 HC-$2.80

Presents a curriculum for grades 1 through 8, established for an eight-hour school day for six months of the year. Emphasis is placed on English, mathematics, and social studies, the first two being presented in a non-graded sequence, with 18 levels in the English area. Other subject areas included, in less detail, are science, physical education, health and safety education, music, several areas of vocational education, and homemaking. There is also a good presentation of scheduling for the entire program and a discussion of the proposed testing program. This publication should be of great help to anyone developing a curriculum for migrant children.

14. Reading Supplement to Curriculum Guide for Texas Migratory Children. Austin: Texas Education Agency, 1963. 74pp.
ED 002 631 MF-$0.50 HC-$2.96

A guide to program planning, instruction, testing, and diversified record keeping. Includes an excellent flow chart of skills in English language arts for grades 1 through 6, a detailed list of reading skills, a list of recommended books, and a basic word list. There is a wealth of useful material in this publication for the reading teacher of Mexican-American agricultural migrants.

15. Uniform Withdrawal or Transfer Form for Pupils in the Texas Migratory Project Schools. Austin: Texas Education Agency. 4pp.
ED 001 081 MF-$0.25 HC-$0.16

Describes the withdrawal form used in schools for migrants in Texas and explains the use of all items on the form.

16. AMSDEN, Constance. A Reading Program for Mexican American Children. First Interim Report. Los Angeles: California State College, 1966. 157pp.
ED 010 532 MF-$0.75 HC-$6.28

Explains a program in beginning reading, developed for Mexican-Americans in an East Los Angeles school. The purposes of the program were to develop oral language skills and to strengthen Mexican-American traditional cultural values. The report explains the details of the program, and it concludes that for assured academic progress and to develop a sense of self esteem in these children, there must be continued emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness.

17. BARRETT, Donald N. and Julian Samora. The Movement of Spanish Youth from Rural to Urban Settings. Washington, D. C.: National Committee for Children and Youth, September 1963. 20pp.
ED 002 539 MF-$0.25 HC-$0.80

A comparatively brief but informative document which contributes pertinent information about the needs of the Spanish American in the Southwest. It presents useful demographic, historical, and cultural background factors, in addition to such institutional and situational patterns as housing, family life, and educational and economic participation in the life of the area. Also presented are a number of recommendations to improve the general situation of the Spanish youth.

18. BARRON, Milton L. American Minorities: A Textbook of Readings in Intergroup Relations. New York: Knopf, 1958.

This is a collection of readings for college level on the problems of American minorities. It discusses race, religion, nationality, prejudice, discrimination, immigration, stratification, and equality in dealing with the major ethnic and racial minorities in America.

19. BERGEVIN, Paul, Dwight Morris, and Robert M. Smith. Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation. Greenwich, Connecticut: Teabury Press, 1963. 245pp.

Designed for use by those responsible for developing adult education programs. Its validity is based upon materials developed and tested with thousands of persons in hundreds of settings and situations.

20. BERLITZ. Spanish for Children. New York: Grosset and Dunlap, 1959.

Presents the two nursery rhymes, "Three Bears" and "Little Red Riding Hood," in Spanish and English. The Spanish is presented in bold type, with the English below it. An excellent book for beginning students.

21. BOYD, Robert D. "The Dynamics in Adult Education," Adult Education, Vol. 14, No. 3, Spring 1964. pp131-136.

Presents an analysis of basic problems that cause difficulties in retraining adults. Information is obtained by an experiment designed to investigate some of the deeper psychological implications. The article concludes with suggestions for ways to pursue this type of research in a more sophisticated manner.

22. BRENGLEMAN, Fredrick H. and Joan Manning. A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils whose Primary Language is Spanish. (Unpublished Manuscript. Fresno State College, 1964), 246pp.
ED 010 034 MF-$1.00 HC-$9.84

This study presents the details of a linguistically oriented program in English, designed for kindergarten children with Spanish speaking backgrounds. The primary aim of the program was to determine whether it could noticeably speed up pupil control of English; the results presented here are very favorable.

23. BUMPASS, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book Company, 1963. 198pp.

This book synthesizes the practical aspects of linguistics and educational psychology as they apply to teaching foreign languages on the elementary level. It is presented in non-technical language so that teachers with limited training are able to make use of it. The aural-oral method of teaching is explained, audio-visual materials are thoroughly discussed, the principles of lesson planning and teacher self-evaluation are detailed, and a bibliography is included. This book would be a valuable source of information for all teachers of English as a foreign language.

24. BURRICHTER, Arthur and Glenn Jensen. Research Studies with Implications for Adult Education, Mountain-Plains Region, 1945-1966. Laramie: University of Wyoming, Department of Adult Education and Instructional Services, March 1967. 84pp.
ED 012413 MF-$0.50 HC-$3.36

A compilation of abstracts of adult education research studies in seven of the Rocky Mountain-Plains States, for a 21 year period. The studies include higher adult education, public secondary and adult basic education programs, adult learning and creativity, migrant adult education, and other areas such as administration, methods, and needs and interests of various groups involved. While this is not directed only to the Mexican-American, it contains a wealth of information that would be useful in establishing programs.

25. CLINE, M., Jr. "A-V Aids for Spanish-Speaking Pupils," Reading and Inquiry: Proceedings of the International Reading Association, 10, 1965. pp270-271.

Article compares reading test scores from 151 experimental and 138 control, Spanish-English speaking children. Tests were given during fourth and fifth grades before and after the experimental groups received an audio-visual program which concentrated on vocabulary and reading comprehension.

26. COLLIER, Nina Perera. Title I Projects and Other Espanola Valley Pilot Program Research. 1966-67 Preliminary Report. Alcalde: Youth Concerts of New Mexico, Inc., 1967. 91pp.
ED 012 643 MF-$0.50 HC-$3.64

Describes a truly exemplary program in which performing artists have been brought to secondary and elementary schools in the more remote areas of New Mexico, where no contact has previously been made with live performers. The individual programs are described in detail, and a complete presentation is made of the methods used to determine their effectiveness with children. This document should be of interest and value to anyone interested in establishing such a program or simply interested in education of children in remote areas.

27. CONNERS, C. Keith and Leon Eisenberg. The Effect of Teacher Behavior on Verbal Intelligence in Operation Headstart Children. Baltimore: Johns Hopkins University, School of Medicine, 1966. 26pp.
ED 010 782 MF-$0.25 HC-$1.04

Describes a study made of the classroom behavior of 38 Headstart teachers, taken on four occasions by four different observers. While this is not a highly detailed study, it is, nevertheless, interesting and should be a useful tool for counseling Headstart teachers. In general, the results of this study indicate that when children are rewarded by a warm teacher response, they adopt the teacher's values.

28. CROFT, Kenneth. Reading and Word Study: For Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1960.

Book written for use of students learning English as a second language, who have achieved an English vocabulary of at least 2000 words. It contains twenty-four American short stories, adapted for students learning English, and comprehension exercises with each story. There are also materials on English word classification, word formation, and recognition of word classes.

29. DICKERMAN, Watson. "A Study of Introductory Courses in Adult Education," Adult Education, Vol. 10, No. 1, Autumn 1959. pp50-52.

Examines different fields of labor in order to establish a curriculum for adults. Mostly relates to introductory courses. Contains a list of tables on selected areas of content.

30. FEERY, Allison B. A Planned Community for Migratory Farm Workers. San Antonio: Bishops Committee for the Spanish Speaking, January 1962. 27pp.

Design for a planned community, this is a demonstration project for migratory farm laborers home-based in south Texas. Its purpose is to provide a stabilized community containing housing, health facilities, orientation and education facilities, job placement, and social, recreational, and commercial facilities.

31. FORBES, Jack D. Mexican-Americans, A Handbook for Educators. Berkeley: Far West Laboratory for Educational Research and Development, 1967. 41pp. ED 013 164 MF-$0.25 HC-$1.64

This excellent handbook provides the teacher of the Mexican-American with an opportunity to begin to acquire insights into the background of Mexican culture and thinking. It also presents sixteen useful suggestions for the teacher and administrator. An excellent bibliography and list of audio-visual materials is included. This book should be in the library of every teacher of Mexican-Americans.

32. GORDON, Edmund W. and Doxey A. Wilkerson. Compensatory Education for the Disadvantaged, Programs and Practices: Preschool through College. New York: College Entrance Examination Board, 1966. 309pp. ED 011 274 MF-$1.25 HC-$12.36

Contains a digest, analysis, and critical evaluation of preschool through college programs of compensatory education for the disadvantaged. A 101-page "Directory of Compensatory Practices" outlines past and present programs, giving specific locations, dates, descriptions, cost-per-pupil, sponsoring groups, information about staff and services, and where to write for information.

33. GREGORY, Ruth W. "Adult Education Services in Public Libraries," ALA Bulletin, Vol. 53, October 1959. pp787-791.

This short report offers ideas for adult education services, programs, and activities. It indicates the considerable potential for establishing cooperative programs with local libraries.

34. HANEY, George E. A School Transfer Record System for Farm Migrant Children. Washington, D. C.: Office of Education, Bureau of Educational Research and Development, 1965. 30pp.

Proposes a uniform inter-school system for the transmittal of necessary information about migratory children, and provides samples of the necessary forms. Should be of value to any system having students from families of agricultural migrants.

35. _____. Selected State Programs in Migrant Education. Washington, D. C.: Office of Education, 1963. 45pp.
ED 001 092 MF-$0.25 HC-$1.80

Presents a survey of the programs for the education of migrant children in California, Colorado, New Jersey, New York, Ohio, Oregon, and Pennsylvania. Can be useful to any group planning a large scale migrant education program.

36. HARRIMAN, Leland. Valley Migrant League Summer School Program. Final Report, 1965. Woodburn, Oregon: Valley Migrant League, 1965. 44pp.

Presents short sketches of 13 migrant summer school programs in five Oregon counties in 1965. This is followed by a section devoted to detailed classroom suggestions, techniques, aids, concepts, and activities found useful in teaching the Mexican-American agricultural migrant. One very interesting page is devoted to "Ten Commandments for Teaching of Spanish-Speaking Children."

37. HARTER, Helen. English is Fun. Tempe: Helen Harter, Box 575, 1962. pp82.

This handbook was prepared for teachers of the non-English speaking beginner. It contains a planned series of rhymes, songs, games, and other aids for establishing an initial, meaningful vocabulary. The book is very well done, and includes many useful ideas.

38. HEFFERNAN, Helen. Reality, Responsibility, and Respect in the Education of Children from Families who Follow the Crops. Sacramento: California State Department of Education, 1964. 14pp.
ED 013 675 MF-$0.25 HC-$0.56

A solid background is developed of the migrant child's needs by showing the interrelatedness of the education, nutrition, health, clothing, social customs, and housing problems of the migrant child. The paper also includes a discussion of the American people's responsibilities to adults and children of the agricultural migrant group.

39. HENDERSON, Ronald W. Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project. Tucson: University of Arizona, 1966. 242pp.
ED 010 587 MF-$1.00 HC-$9.68

This report details a study of the relationship between specific environmental factors and the development of intellectual abilities of Mexican-Americans. The study sample was made up of 80 first-graders and their families, divided into either high potential or low potential groups, using methods explained in the study. The results of comparisons between the groups show that the children in the high potential group came from family backgrounds having a greater number of stimulating experiences and that they scored significantly higher on vocabulary tests in both English and Spanish. This study should be of both interest and value to anyone interested in guidance of Mexican-American children.

40. HOOPER, Robert B., Jr. Migrant Education. Riverhead, New York: Seasonal Employees in Agriculture, Inc., June 30, 1967. 8pp.

Initially presents interesting statistics on the migrant problem and then explores in some detail the educational needs of the Spanish-speaking adult agricultural migrant. Some interesting thoughts are presented on the training of teachers: the areas that should be covered in a basic education program, the possible inappropriateness of the Audio-Lingual Method of language learning, and some suggestions on appropriate methods of teaching the Spanish-speaking migrant, all based on meeting the educational needs expressed earlier. This document could be useful to anyone planning a basic education program for Spanish-speaking, adult, agricultural migrants.

41. HORN, Thomas D. A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction, and Non-Oral-Aural Instruction on Reading Readiness in Grade One. Austin: University of Texas, 1966. 115pp.
ED 010 048 MF-$0.50 HC-$4.60

Assessment is made of three methods for developing reading readiness in Spanish-speaking first graders. Daily one hour science instruction was conducted in English with ALM techniques, in Spanish with ALM techniques, or in standard English as the medium of instruction. Although the study determines that additional research is clearly needed, the document and program are worthy of examination.

42. HOYOS, Arturo de. Occupational and Educational Levels of Aspiration of Mexican-American Youth. (Unpublished Thesis, Michigan State University, 1961), 184pp.

Investigates differentials involved in several levels of occupational and educational aspirations of Mexican-American youth in Lansing, Michigan.

43. JOHNSON, Bruce Edward. "Ability Achievement and Bilingualism with Comparative Study Involving Spanish Speaking and English Speaking Children at the Sixth Grade Level," Dissertation Abstracts, 1963.

A study designed to determine the predictability of testing differences between Spanish-speaking and English-speaking children. Conclusions state that differences can be predicted, do exist, and can be measured.

44. KAVICH, Lawrence L. "A Literacy Program for Non-English Speaking Families," Adult Education, Vol. 12, Spring 1962. pp178-183.

Details considerations in establishing literacy programs at the local level. These include program organization, development of community interest, selection and responsibilities of a director, program planning, recruitment of personnel, and program evaluation.

45. KITTELL, Jack E. "Bilingualism and Language - Non-Language Intelligence Scores of Third Grade Children," Journal of Educational Research, Vol. 52, March 1959. pp263-268.

Compares the scores of 83 third-grade pupils attending the same elementary school, on the California Reading Test (Primary, Form AA) and the California Short Form Mental Maturity Test. Forty-two of the subjects were from bilingual environments while the other 41 were from an English, monolingual environment. Purpose of the study was to determine the effect of bilingualism on reading achievement and on intelligence scores.

46. LAMBERTS, J. J. and others. Teaching English as a Second Language. Phoenix: Arizona State Department of Public Instruction, 1962. 61pp.

This excellent publication is essentially a handbook for teachers of English as a second language. It is not meant to be a classroom guide, though there is ample material that can be converted to classroom use, but rather it contains a series of articles which also supply background understanding. This would be a valuable addition to the library of any language teacher, but particularly for the teacher whose students are learning English as a second language.

47. LANCASTER, Louise. Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Boston: Houghton Mifflin Company, 1966.
ED 013 454

This 28-unit oral program is a guide for teachers of Spanish-speaking four- to six-year-old children. The material is well presented and is based on recent linguistic research and a contrastive analysis of Spanish and English. The text provides step-by-step directions for the teacher, so that a knowledge of linguistics by the teacher is not required. Also designed to be used are 316 picture cards and a set of 35 duplicating masters.

48. LANNING, Frank W. and Wesley A. Many. Basic Education for the Disadvantaged Adult. Boston: Houghton Mifflin Company, 1966. 411pp.

Presents recent articles dealing with an overview of adult basic education, its social and psychological implications, preparing for adult basic education, reading, and past and present programs. A well presented, useful book, giving both a theoretical and practical approach to the problem.

49. LEIGHTON, Roby E. Bicultural Linguistic Concepts in Education. Tucson: University of Arizona, 1964.

A handbook of suggestions for the administrator, instructor, and guidance counselor interested in the problems of the culturally different student.

50. LEON-PORTILLA, Miguel. Aztec Thought and Culture. Norman: University of Oklahoma Press, 1963. 104pp.

A book which provides an outstanding background about today's Mexican-American. It should be required reading for a true understanding of the Mexican heritage.

51. LeROY, W. J. and Cyrena B. Dinsmore. English Speaking (Workbook.) Albuquerque: Home Education Livelihood Program, 1967. 104pp.

This excellent publication was written solely to introduce English oral and writing skills to adult basic education classes. It is presented in the form of a workbook and is in three units - singulars, plurals, and the alphabet - with simple questions, all accompanied by dozens of appropriate drawings. The teacher's notes include a vocabulary of the 1000 most-used words, an excellent discussion of troublesome English sounds for Spanish-speaking adults, and suggestions and examples of ways to overcome speech problems.

52. MADSEN, William. Mexican-Americans of South Texas. New York: Holt, Rinehart, and Winston, 1965. 112pp.

This book, in the field of cultural anthropology, is set in one county on the Mexican border, describing the sociocultural conditions of the Mexican-Americans living there today, and thus providing aid in determining the educational needs of these people. It is very well done and should be available to anyone working with Mexican-Americans. The book effectively utilizes Mexican-American cultural characteristics to explain the structure of culture and culture as a condition of the person.

53. MANUEL, Herschel T. Spanish-Speaking Children of the Southwest... Their Education and Welfare. Austin: University of Texas Press, 1965. 216pp.

This book develops the background and the bases of current problems of Spanish-speaking children of the Southwest. It should be of great value to those who are professionally interested in this group, particularly in helping to determine their immediate needs.

54. MANUEL, Herschel T. Tests of General Ability and Reading, Inter-American Series. Austin: Guidance Testing Associates, 1963.

A revised series of tests of General Ability and Reading, designed for Spanish-speaking children who are just beginning the work of the first grade. There are five levels of the former and four levels of the latter, plus two forms of each level. There is also a pretest, constructed for use in teaching test procedures before the test is administered. Tentative norms are available.

55. MARCSON, Simon and Frank Fasick. Elementary Summer Schooling of Migrant Children. New Brunswick: Rutgers, the State University of New Jersey, 1964. 389pp.
ED 001 087 MF-$1.50 HC-$15.64

Presents a detailed study of the children of migrant workers in New Jersey. The study is presented in four sections: the migrant problem, social economic factors affecting migrants, migrant children and their schooling, and a program for migrant children. This should be read by anyone interested in developing a background for the migrant problem.

56. McCANNE, Roy. A Study of Approaches to First Grade English Reading Instruction for Children from Spanish Speaking Homes. Denver: Colorado State Department of Education, 1966. 270pp.
ED 010 380 MF-$1.25 HC-$10.80

Details the experiment and analyzes the scores of a battery of tests given to three groups of Spanish-speaking first graders before and after 140 days of instruction in beginning English, using one of three approaches: basal reading, second language reading, or language experience reading. Two hundred and ninty-four children were involved in the experiment, which reached tentative conclusions. A summary appears in The Reading Teacher, Vol. 19, 1966 pp670-675.

57. McDONALD, Christina. A Tentative Program for Combining the Education of Preschool Mexican-American Children with Parent Education. Pico Rivera, California: El Rancho Unified School District, October 1964. 6pp.
ED 002 506 MF-$0.25 HC-$0.24

This brief publication describes a very interesting program being developed for the education of Mexican-American preschool children with their parents. Presented are explanations of the needs for such a program, the goals of the program for both the child and parents, a description of the operational organization, and a sample program. This would be a very useful publication for anyone interested in establishing a smiliar program in this neglected area.

58. McGRATH, G. D. Investigation of Mental Retardation and Pseudo-Mental Retardation in Relation to Bilingual Sub-Cultural Factors. Tempe: Arizona State University, College of Education, 1960. 363pp.
ED 002 810 MF-$1.50 HC-$14.52

An extensive study of Southwestern children, designed to determine the role of cultural influence as a factor in the learning processes of children. A document that offers insights for teachers of Mexican-American children that often are not thoroughly understood in daily association. Recommended to both the inexperienced and the experienced teacher.

59. McLEOD, Doris G. and Ramona K. First. Typewriting Instruction as an Aid to the Learning of English as a Foreign Language. San Francisco: San Francisco State College, August 1964. 9p.
ED 001 701 MF-$0.25 HC-$0.36

Describes a study in which a twelve-week course in typewriting was prepared for foreign college students who were deficient in English. The conclusions are made that such instruction is an effective aid for learning English as a second language.

60. MITCHELL, Elizabeth. Help Through Learning English. Albuquerque: Home Education Livelihood Program, December 1965. 98pp.

An excellent publication devoted to a practical program for increasing basic adult literacy by having the adult student learn to understand a body of words and sentences, learn how to say those words and sentences, memorize them, and put them to use in his own life situation. The words, with many drawings to help in understanding, are practical terms for use in adult life. Detailed teaching notes are available for every unit of the book. Although the body of the text is intended for Spanish-American students, it could very easily be adapted to other language groups.

61. MOTLEY, E. P. Migrant Child Care School, July 25, 1966 to September 16, 1966. Report. Davis, California: Davis Human Relations Council, 1966. 32pp.

This is a report of the child care school for migrant children, ages 1 1/2 years through 11 years, which was held at Davis, California, in the summer of 1966. The report covers every aspect of the program, and each part has its own evaluation, in addition to a general evaluation of the school. This could be used as an aid in establishing other summer child care schools.

62. OLSEN, James. "Instruction Materials for Functionally Illiterate Adults," Adult Leadership, Vol. 13, March 1965. pp275-276, 305.

Describes relevant problems in creating commerically available adult education materials to serve a diverse adult market adequately and to provide aid in the basic skills of reading, language arts, and computational arithmetic. Could be related to Mexican-American adult programs.

63. PEARCE, Frank C. Basic Education Teachers--Seven Needed Qualities. (Stanislaus County Multi-Occupational Adult Training Project, Report Number 4.1). Modesto, California: Modesto Junior College, 1966. 19pp.
ED 010 677 MF-$0.25 HC-$0.76

Presents a study which determines seven qualities needed by teachers of adult basic education classes, based on the educational needs of adults usually found in these classes. Could be quite a useful aid in the preparation for an adult basic education program.

64. _____. Continuing Employment Through Training. (Stanislaus County Multi-Occupational Adult Training Project, Report Number 7). Modesto, California: Modesto Junior College, 1966. 38pp.
ED 011 357 MF-$0.25 HC-$1.52

By evaluating rates of continuing employment of their students, this report presents data on the types of vocational programs that the Adult Training Project makes available to adults. Should be useful to anyone interested in vocational education programs for adults.

65. _____. Dropout Patterns in the New Hope Project. (Stanislaus County Multi-Occupational Adult Training Project, Report Number 2.2). Modesto, California: Modesto Junior College, 1966. 11pp.
ED 011 944 MF-$0.25 HC-$0.44

Discusses the reasons for dropouts from the Adult Training Project. Tables are presented and explained for the number of dropouts in each of the vocational education programs. This report should be of great interest to guidance workers in adult vocational programs.

66. PITTMAN, Kenneth C. Adult Education for Migrant and Seasonal Farm Workers. Project Report (June 12-September 1, 1967). Naples, Florida: Collier County Board of Public Instruction, 1967. 103pp.

Presents complete details of the Immokalee, Florida, migrant adult education program. Everything is in the publication, including samples of all the forms used. The content could be effectively used by a group planning an adult migrant education program.

67. POTTS, Alfred M., 2d. Knowing and Educating the Disadvantaged - An Annotated Bibliography. Alamosa, Colorado: Adams State College, The Center for Cultural Studies, 1965. 462pp.
ED 012 189 MF-$1.75 HC-$18.48

This is an inclusive bibliography describing the agricultural migrant and his family in many accounts of their factual circumstances and programs designed to benefit them. It provides educators and other social service personnel an opportunity to know these people in a more thorough perspective than would ordinarily be the case. This highly useful tool should be in the possession of anyone who is working with agricultural migrants.

68. _____. Readings for Understanding Southwestern Culture. Alamosa, Colorado: Adams State College, 1963. 79pp.

A collection of talks and articles which are intended to enhance the reader's understanding of why people of the Southwest are what they are. Should enhance the understandings of educators planning programs for Mexican-Americans.

69. _____, Neil Sherman, and Roy McCanne. Providing Opportunities for Disadvantaged Children. Denver: Colorado State Department of Education, 1964. 85pp.
ED 001 077 MF-$0.50 HC-$3.40

A guide to developing a curriculum for the disadvantaged: migrants, culturally disadvantaged, lingually disadvantaged, culturally deprived, and educationally disadvantaged. Particular attention is given to establishing, for the educator, an understanding and awareness of culture and cultural differences.

70. ROJAS, Pauline and others. Miami Linguistic Readers. Boston: D. C. Heath and Company, 1966.

This series of readers, for use in instructing bilingual students, represents an attempt to join the findings of linguistic science with the pedagogical practices of conventional reading programs. Their purpose is to have children develop an understanding of English in addition to correctly speaking, reading, and writing the language. Much dramatization is utilized, limited only by the creativity of the teacher. The books represent a continous progress program set up on 3 levels.

71. SAMORA, Julian. La Raza: Forgotten Americans. South Bend, Indiana: University of Notre Dame, 1966.

An excellent publication which contains a series of essays and articles directed toward achieving an understanding of contemporary Mexican-American affairs.

72. SCHELBY, Floyd A. Education Program for Migrant Farm Workers and Their Families. Final Report, 1965. Merced, California: Merced County Schools, 1966. 218pp.
RC 001 954 (Available NCR, April, 1968). MF-$1.00 HC-$8.72

An excellent description of a school formed in Merced, California, for migrant children and their parents. The school had four parts: child care centers, pre-school education, grades 1-8, and adult education (usually on the secondary level). A complete description of all parts of the program is presented, in addition to samples of all forms of student records and testing procedures. This could be used as a model or aid in setting up a similar program anywhere.

73. SCOTT, Louise Binder. Talking Time. St. Louis: Webster Publishing Company.

An excellent book for teachers of bilingual students. It is filled with materials and suggestions for encouraging first graders to talk.

74. SHIELDS, Virginia. Program of Oral Expression, Remedial Speech and English for the Migrant Child, Grades One-Twelve. Naples, Florida: Collier County Board of Public Instruction, 1966. 23pp.
ED 010 745 MF-$0.25 HC-$0.92

Developed to assist Spanish-speaking migrant children in all phases of their oral expression, this document presents outlines of methods used to accomplish this goal. Included are descriptions of the use of the Miami Linguistic Readers and the Fries American English Series. The material is clearly presented and should be of great value to anyone developing a similar program.

75. SIZEMORE, Mamie. Teaching Reading to the Bilingual Child, 1963. Phoenix: Arizona State Department of Public Instruction, 1963. 57pp.

This publication is an excellent guide for teaching reading to the bilingual child. Not only does Mrs. Sizemore present the technicalities of reading itself, but she also devotes time to explaining the importance and use of having an adequate knowledge of the students' cultural backgrounds. The book is aimed at elementary teachers, but there is also a large section devoted to upper grade bilingual students, and even some space for pre-school bilinguals and their reading readiness problem. The content could prove to be most helpful for many teachers.

76. SMITH, Rodney. Handbook for the Florida Migratory Child Compensatory Program, Program Established Under the Provisions of Title I ESEA. Preliminary Draft. Tallahassee: State Department of Education, December 1967. 49pp.
RC 000 175 (Available NCR, May, 1968) MF-$0.25 HC-$1.96

Developed as a handbook for the Florida Migratory Child Compensatory Program, this publication covers that State's program in great detail, including such items as a listing of migratory children's unmet needs and an explanation of the operation of the program. For persons interested in initiating migrant programs, details are presented of the general and specific objectives, supplementary special services and curricula, experimental activities, interstate coordination, staff development, and field testing. This is a valuable handbook for anyone desiring information regarding all phases of educational programs for agricultural migrants.

77. SMOKER, David. Research and Activity in the Language Arts for the Pre-Primary/Primary Culturally Diverse Non-English Speaking Child. Albuquerque: Southwestern Cooperative Educational Laboratory, Inc., 1967. 50pp.
RC 002 135 (Available NCR, May, 1968) MF-$0.25 HC-$2.00

This publication contains summaries of 10 programs and research activities. While the information is not presented in great detail, it does indicate what is being done and where further information can be obtained.

78. STEMMLER, Anne. "An Experimental Approach to the Teaching of Oral Language and Reading," Harvard Educational Review, Vol. 36, No. 1, Winter 1966. pp42-59.

Presents a study of disadvantaged Spanish-speaking children having a high incidence of reading failure from which a method of developing and interrelating oral language and reading behaviors was devised, utilizing a self-concept program and a science program.

79. STOCKER, Joseph. The Invisible Minority...Pero No Vencibles. Washington, D. C.: National Education Association, Department of Rural Education, 1966. 50pp.

This report initially presents a brief survey of the background of the Mexican American in the five-state Southwest area and the problems he encounters, followed by details of some clearly superior, even inspiring, innovative programs for Spanish-speaking children. The survey team was comprised mainly of educators from the Tucson Public Schools and the University of Arizona, and was called the NEA - Tucson Survey on the Teaching of Spanish to the Spanish speaking. The programs are truly remarkable and should provide guidance to others working in the same area.

80. STOUT, Irving W. and Grace Langdon. The Use of Toys in Teaching English to Non-English Speaking Children. Tempe: Arizona State University, College of Education, 1964. 125pp.
ED 001 756 MF-$0.75 HC-$5.00

Describes the details of a four-year study made with 478 non-English speaking Navajo boys and girls, in Ganado, Arizona. Results indicated strongly that the use of toys with these children provided a wider basis for language use, brought new information, expanded vocabulary, clarified word meaning, and made learning concrete in every subject studied. This study also has broad implications for the teacher of non-English speaking Mexican-American children.

81. THONIS, Eleanor. A Program for Children who Follow the Crops. Marysville, California: Yuba County Schools, 1966. 93pp.

Presents a detailed description of the Marysville, California, program for agricultural migrants. The program is well presented and many details are given of its operation. Other detailed information includes names and addresses of agencies and people involved in this project who could supply information and help in starting other projects. This should be a very useful publication both to the person already in the field and to the neophyte in the education of agricultural migrants.

82. ULIBARRI, Horacio. Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers--New Mexico, Colorado, Arizona, and Texas. Albuquerque: University of New Mexico, College of Education, 1965. 83pp.
ED 011 215 MF-$0.50 HC-$3.32

Summarizes a research report resulting from in-depth interviews of 65 Spanish-American migrant workers. The characteristics specifically isolated for study include family, health, economics, government, children, religion, and recreation. While the conclusions drawn were somewhat general, still the research does supply some interesting insights into the attitudinal orientations of migrant workers.

83. VARNER, Carl L. English as a Second Language, Course of Study, Operation Head Start Project 0162. Calexico, California: Imperial County Education Center, 1965. 57pp.
RC 002 186 (Available NCR, June, 1968). MF-$0.25 HC-$2.28

Presents curriculum guidelines and lesson plans for summer school training of preschool Mexican-American children. Calexico Public Schools developed this program of teaching English vocabulary by utilizing field trips to the zoo, schools, supermarket, a health center, and train trips, in connection with Operation Head Start. Very useful for anyone beginning a similar pre-school program.

84. _____. Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage, Lesson Plans 1. Calexico, California: Imperial County Education Center, 1965. 265pp.
RC 002 187 (Available NCR, June, 1968). MF-$1.00 HC-$10.60

A set of excellent lesson plans for teaching pre-school English to Mexican-American children. The lessons are planned for one-half hour daily for twenty-six weeks, and the plans are presented in this fashion. Should be of aid to pre-school teachers in this subject area.

85. _____. Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage, Lesson Plans 2. Calexico, California: Imperial County Education Center, 1965. 164pp.
RC 002 185 (Available NCR, June, 1968). MF-$0.75 HC-$6.56

A review and continuation of the material from Book 1, this guide is equally well presented and just as useful, although in this instance only twenty-one weeks are covered.

86. VITO, Lawrence P. The Teaching of English to Non-English-Speaking Migrants. Naples, Florida: Foreign Languages Committee of Collier County. 35pp.
ED 010 746 MF-$0.25 HC-$1.40

This guide for teachers of English to non-English speaking migrants is very well done and contains much practical material. It is divided into two main sections, the first containing an identification of the usual English difficulties of Spanish-speaking learners, while the second contains many detailed guidelines for teachers. There are also tie-ins with the Fries American English Series and the Miami Linguistic Readers series.

87. WHITE, Jerome. Multiplication and Division (A Programmed Instruction Textbook). Albuquerque: Home Education Livelihood Program, 1967. 332pp.

This programed textbook was developed for use in adult basic education programs with those adults who are beginning multiplication and division. It is exceptionally well done and could be a valuable resource.

88. WILKIN, William W. The Education of Children From Spanish Backgrounds. (Unpublished Thesis. University of Denver, 1955).

Develops guiding principles for teachers in schools where Spanish bilingual home background has an effect on the child's learning. Investigates the character of the minority community and describes established practices and techniques that will benefit teachers in this situation. Discusses means to determine the nature of the child's environment that affects his learning.

89. YOES, Deck, Jr. "Reading Problems for Mexican-American Children of Texas." The Reading Teacher, Vol. 20, January 1967. pp313-318.

Reviews ESEA Title I projects in Texas which are designed to strengthen instruction in reading for Mexican-American children.

90. ZINTZ, Miles V. Education Across Cultures. Dubuque: William C. Brown Co., Inc., 1963. 412pp.

An informative book prompted primarily by the author's desire to translate research findings into useful and organized form for practitioners' daily use. Utilizing Spanish-American and Indian populations for exemplary samplings and illustrations, the content covers the range of educating minority group children from the understanding of environmental influences of child and teacher to problems of meeting educational needs in curriculum. The book is a resource guide useful to every teacher of minority group children.